INTERNATIONAL DATA EVALUATION CENTER

User's Manual **June 2014**

Data Entry Procedures for Reading Recovery and Descubriendo la Lectura Schools Collecting **Random Sample Data**, 2014-2015

Jeff Brymer-Bashore
Director of IT and Operations

The Ohio State University
College of Education and Human Ecology
Department of Teaching and Learning

Reading Recovery®

International Data Evaluation Center
1100 Kinnear Rd, Columbus OH 43212
http://www.idecweb.us/
Phone: 614-360-3121
Email: helpdesk@idecweb.us
Skype: IDEC_Helpdesk

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About The International Data Evaluation Center

The primary mission of the International Data Evaluation Center (IDEC) is to collect and process data for all of Reading Recovery in the United States and to conduct research using that data. Data are collected via a secure web site at https://www.idecweb.us. Access to the web site is controlled through the use of a 6-digit Teacher ID number and password.

About This Manual

IDEC has produced several versions of our data collection procedures manual this year. Each version corresponds to one of the various research initiatives taking place in Reading Recovery. Each school will be assigned to a specific research category. All versions of the manual share some common content which has been placed at the start of each version of the manual. Specific instructions for each research category have been placed at the end of each manual.

This manual is for schools collecting **Random Sample** data. If your school is part of the Random Assignment Study or collecting Tested Not Instructed data, a different manual will need to be downloaded.

Definitions

Below are some definitions that will be used throughout this manual and on the IDEC web site.

i3 Grant – i3 is a federal grant that was won by Reading Recovery in 2010-11. Money from this grant will be used to scale-up Reading Recovery until 2014-15. The term i3 is short for **I**nvesting **i**n **I**nnovation.

i3 RR Teacher - A teacher who was trained using i3 grant money.

Reading Recovery Teacher – A teacher who was not trained using i3 grant money.

Reading Recovery School – A school with one or more Reading Recovery teachers and no i3 teachers.

i3 Reading Recovery School - A school with one or more i3 teachers, possibly one or more Reading Recovery teachers, and has a Memorandum of Agreement with a University Training Center participating in the i3 grant.

Reading Recovery Teacher – A teacher who was not trained using i3 grant money.

i3 RR Teacher - A teacher who was trained using i3 grant money.

Tested Not Instructed Student - These are students considered for RR, tested with the OS in the fall and again at mid-year, but not selected to receive RR by the middle of the school year.

Random Sample Student – A student selected at random by a Reading Recovery teacher who will be tested at the start, middle, and end of the school year. Two students are selected per school. These data are used to calculate average levels of performance at a national level.

Random Assignment Study – This is a multi-year study being conducted as a part of the i3 grant. The study is overseen by our external evaluators at the University of Pennsylvania.

Teacher Leader Responsibilities

Throughout the school year Teacher Leaders will be responsible for the following tasks related to IDEC.

Payment of Data Collection Fee

Before any data entry can take place, a Reading Recovery site will need to have paid all data entry fees. Once that is completed teachers will be able to enter all data on the web site. Please see the **Payment** section of this document for further description of the payment process.

Updating Teacher and School Rosters

At the start of the school Teacher Leaders will receive an email from IDEC stating it is time to update your teacher and school rosters. This is an online process that is done on the IDEC web site. Though most of your updates will be done at the start of the year, rosters can be updated throughout the entirety of the year. See the **Updating Rosters** section of this document for a further description of this process.

Monitoring and Approving Data

As teachers enter data on the web site, teacher leaders will be responsible for reviewing them for accuracy. The web site employs several techniques to assist teacher leaders with this process; numeric validations, required data validations, enabling disabling of items based on data entered and a workflow process that highlights what data are ready to review. Please see the **Monitoring Data Entry** section for additional information.

Submission of Data at Year-End

At the end of the school year Teacher Leaders will need to go through the "Check and Submit" process on the web site. This process checks data one last time for any potential big mistakes. Once submitted, your data is locked and your reports are run. Please see the **Data Submission at Year-End** for a further description of the process.

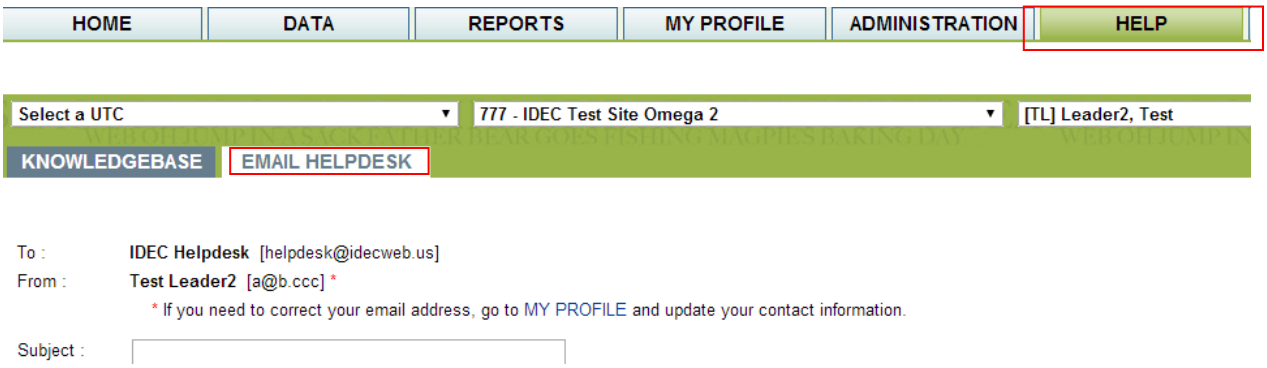
The IDEC Help Desk

Data entry for Teachers and Teacher Leaders is a complicated process at best and there will be many situations that aren't covered in this manual or in our online material. The **IDEC Help Desk** is here for those situations. Questions related to Methodology, data entry procedures, reporting, data analysis, and roster updates; we answer them all. The Help Desk is available for questions Monday through Friday, 8am to 5:00pm (Eastern) and can be reached either by email, phone and Skype. Please note that we provide this service only for Teacher Leaders. There are thousands of Reading Recovery teachers across

the U.S. and only **four** full-time staff at IDEC. Please remember to include your name and Site ID number when contacting us.

Here's our contact information:

Phone: 614-360-3121
Fax: 614-583-3131
Email: helpdesk@idecweb.us
Skype: idec_helpdesk
Website: You can send us a message directly from the web site by clicking the **Help** tab and then clicking the **Email Helpdesk** sub-tab.



How to Enter Data

- Go to https://www.idecweb.us
- Click the **Sign-in** button and enter you 6-digit Teacher ID and your password. Most web browsers display a box that is labeled "User name"; this is where you will enter you 6-digit Teacher ID number. If you do not have Teacher ID number, contact your Teacher Leader for help.

SIGN IN
...using your 6-digit Teacher ID and password
(Watch video)
Forgotten or Expired password?
Windows Security
The server rrus.idecweb.us is asking for your user name and password. The server reports that it is from rrus.idecweb.us.
User name
Password
Remember my credentials
OK
Cancel

Passwords and Password Management

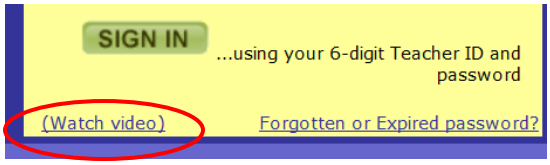
Because IDEC is part of The Ohio State University we are required to follow a set of password standards set by the University. They are as follow:

1. Password must meet a minimum complexity criteria, which are the following:
    a. Must be at least 12 characters in length
    b. Must contain both lower and upper case characters
    c. Must contain at least one number
    d. Must contain at least one punctuation

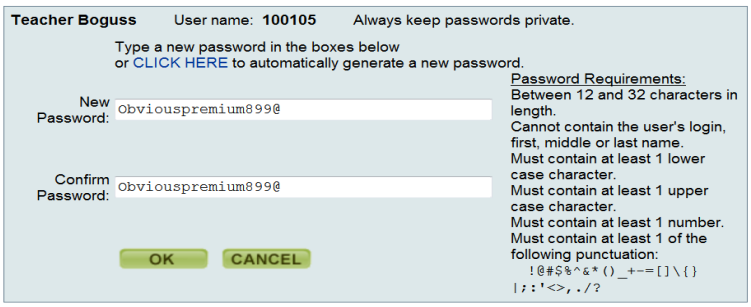
To help ease the burden of password management, it is recommended that all Teachers and Teacher Leaders do the following at the start of the year:

1. Enter a valid email address in your contact information. To do this, click the **My Profile** tab and then click the **Contact Information** sub-tab.
2. Answer a set of security questions and answers. To do this, click the **My Profile** tab and then click the **Security Questions** sub-tab.

Doing this allows the web site to do several things for you. First, if you happen to forget your password, you can use the "Forgot My Password" feature. The web site will ask you for your e-mail address then ask you to answer the questions you created earlier. If you answer the questions correctly, the web site will reset your password and display it on the screen. Second, this will allow you and your teachers to use our phone-in password reset system. To reset a password over the phone, call our toll-free number, 888-432-2283, answer a series of security questions and your new password will be read back to you over the phone.



Teacher Leaders can reset a Teacher's forgotten password from the web site. Click on **Administration** tab, then click the **Teachers** sub-tab, then click the **Change Password** button next to the teacher's name. You'll have the option to create the password yourself or you can let the IDEC web site choose one for you that meets the complexity criteria described earlier.


Teacher Boguss
User name: 100105
Always keep passwords private.
Type a new password in the boxes below
or CLICK HERE to automatically generate a new password.
New Password:
Obviouspremium899@
Confirm Password:
Obviouspremium899@
OK
CANCEL
Password Requirements:
Between 12 and 32 characters in length.
Cannot contain the user's login, first, middle or last name.
Must contain at least 1 lower case character.
Must contain at least 1 upper case character.
Must contain at least 1 number.
Must contain at least 1 of the following punctuation:
!@#$%^&*()_+-=[]\{}|;:'<>,./?

Payment

Before any data can be entered on the web site all data entry fees must be paid. The fees are as follows:

1. Annual Site Setup Fee - $350 (one per site)
2. Teacher Data Entry Fee - $50 per teacher (including teacher leaders)

So how much will it cost for your site to do data entry? Let's use a simple example; we have a site that has 9 teachers, 1 teacher leader, and 2 school districts. The cost for this site will be:

$350 + (10 x $50) = **$850**

Teachers Leaders must initiate this process with IDEC prior to the start of the school year. IDEC accepts the following forms of payment:

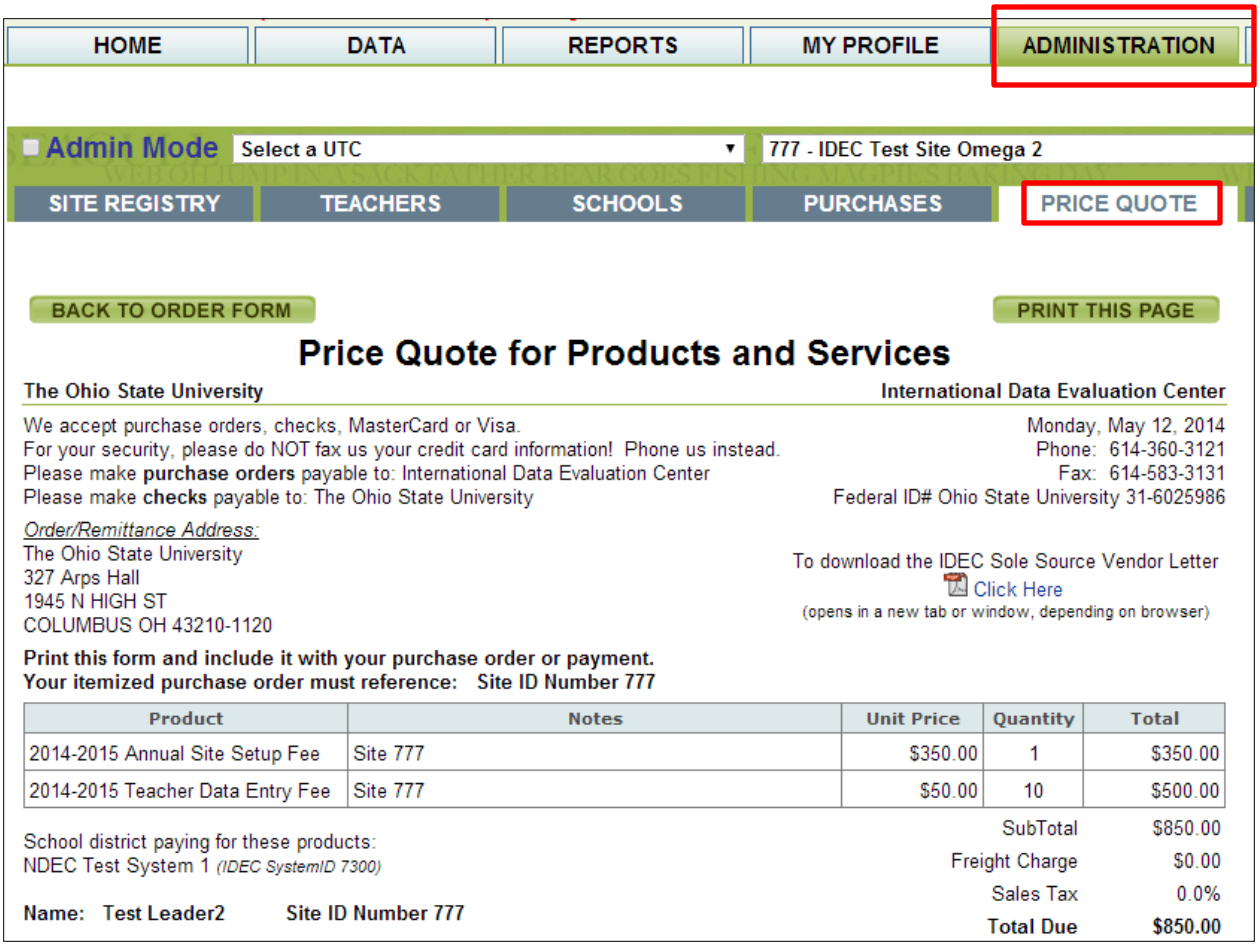
- Purchase Order
    - Fax to 614-583-3131 or
    - Mailed to
      IDEC, 1100 Kinnear Rd., Suite 126, Columbus, OH 43212
    - Emailed to helpdesk@idecweb.us
- Please make sure to include a price quote with the purchase order. Prices Quotes can be generated on the web site by clicking the **Administration** tab and then clicking the **Price Quote** sub-tab.
- Credit Card (Mastercard or Visa; no American Express)
    - To use a credit card, call the help desk at 614-360-3121. We'll take your order and credit card information over the phone. The IDEC web site does not have online credit card processing.

All orders take about two business days to process once received by IDEC. There are a few things that can be done on the web site before payment is received:

1. Teachers can use the Random Sample selector to help identify two Random Sample students
2. Teachers at i3 schools can use thei3 Randomization Tool
3. Teachers and Teacher Leaders can view what research categories schools have been placed into.

After payment has been received teachers will be able to do the following:

1. Enter Building Data
2. Enter Teacher Data
3. Enter Student Data



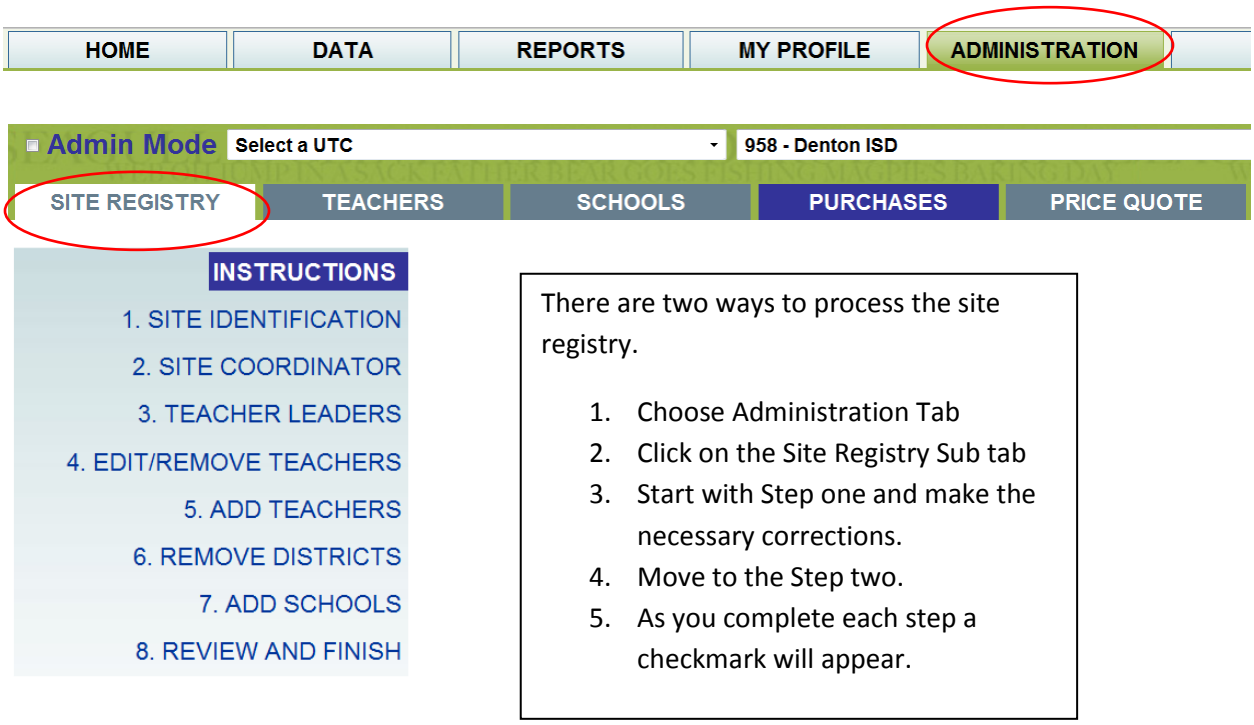
Updating Rosters Using the Site Registry

Every year Teacher Leaders need to update their rosters of schools and teachers. This is an important process as it allows our data systems to keep track of the people and organizations that are participating in Reading Recovery. It also allows us to create 6-digit Teacher IDs and passwords for the teachers working in your site. You will be responsible for updating:

1. The name of your site
2. Site Coordinator name and contact information
3. Teacher Leader name and contact information
4. Adding/Removing teachers from your site
5. Adding/Removing School Districts from your site
6. Adding schools to your site

All of this can be done on the web site and uses a "Wizard" style of process to lead you through the steps. IDEC will contact you late summer/early fall when we are ready for you to update your rosters. If your site has more than one Teacher Leader we will email the primary contact teacher leader. Though most updates are done in the fall, you can update your roster at any time throughout the school year.

To start the process of updating your rosters you will logon to the web site, click **Administration** tab, and then click the **Site Registry** sub-tab. From there you can follow the on-screen instructions.

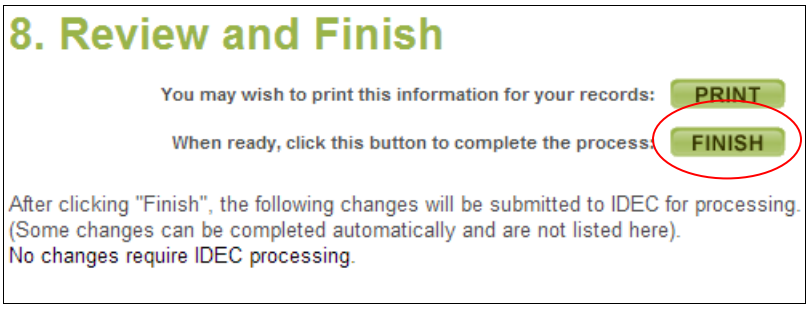


There are two ways to process the site registry.

1. Choose Administration Tab
2. Click on the Site Registry Sub tab
3. Start with Step one and make the necessary corrections.
4. Move to the Step two.
5. As you complete each step a checkmark will appear.

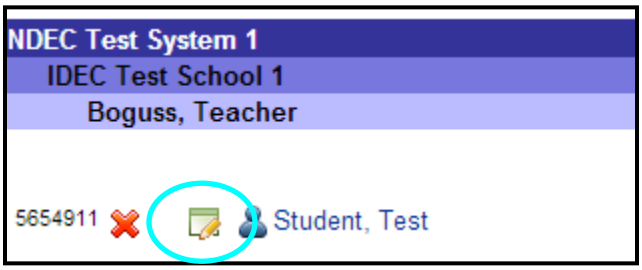
Or you may click on the next step button and it will take you through each of the same steps.

Click the **FINISH** button to finalize your changes:

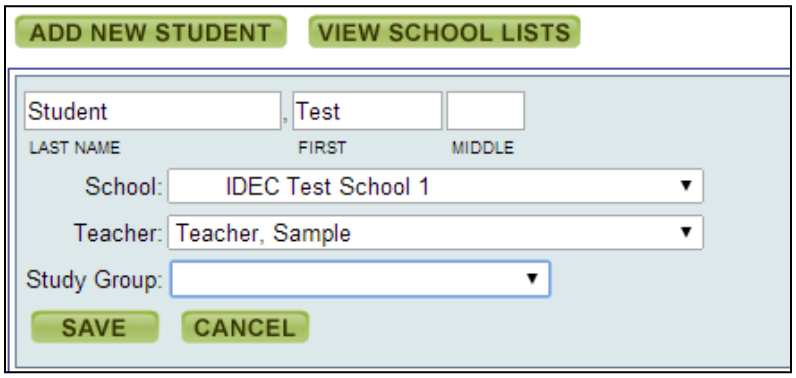

8. Review and Finish
You may wish to print this information for your records:
PRINT
When ready, click this button to complete the process:
FINISH
After clicking "Finish", the following changes will be submitted to IDEC for processing.
(Some changes can be completed automatically and are not listed here).
No changes require IDEC processing.

Reassigning Students to another Teacher and Correcting Study Groups

Under the DATA tab, TEACHER DATA tab, click the icon that looks like a piece of paper and pencil to open up editable fields (see below):



This will allow you to change student First and Last Name, School name, Teacher name, and Study Group.



School Designations and Data Entry Procedures

There are several research efforts taking place in Reading Recovery this year and schools have been placed into different categories to support these research efforts. Each school will be placed into one of four categories. Each category of school will have specific procedures that will need to be followed. The categories are:

- RR and i3 Random Sample
- RR Schools doing Tested Not Instructed
- i3 Schools doing Tested Not Instructed
- i3 Schools in Random Assignment Study

RR and DLL School Designations

RR and DLL schools will flip-flop between collecting Random Sample data and Tested Not Instructed data every year. If a school was collecting Random Sample data the previous year, it will collect Tested Not Instructed data this year, and vice-versa. Follow the instructions in the **View Schools Designations** section to find out what study group your schools have been assigned to.

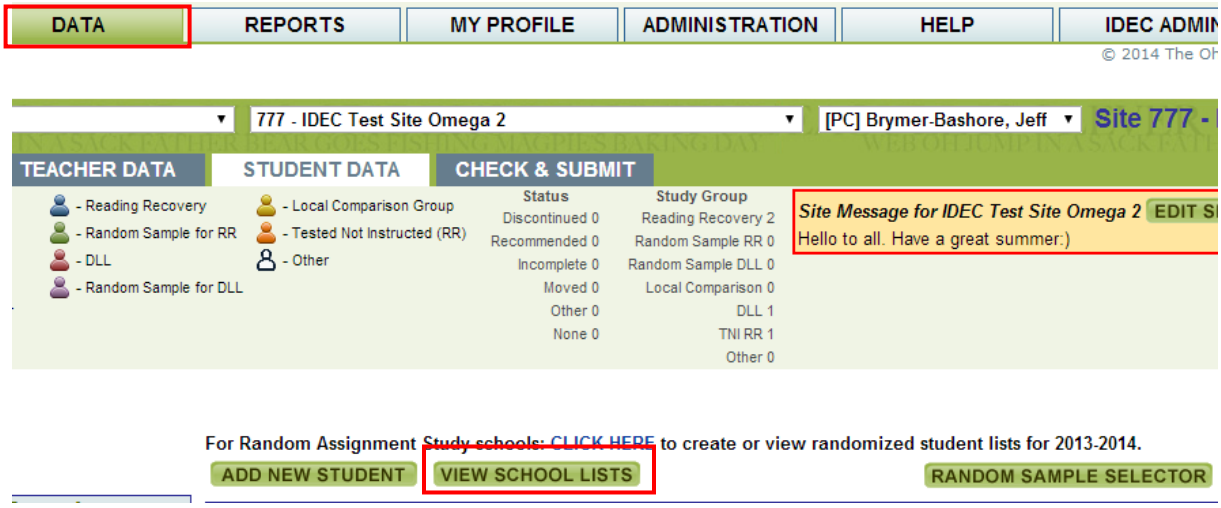
i3 RR School Designations

Existing i3 schools will be following a pre-determined rotation through the three research categories. Follow the instructions in the **View Schools Designations** section to find out what study group your schools have been assigned.

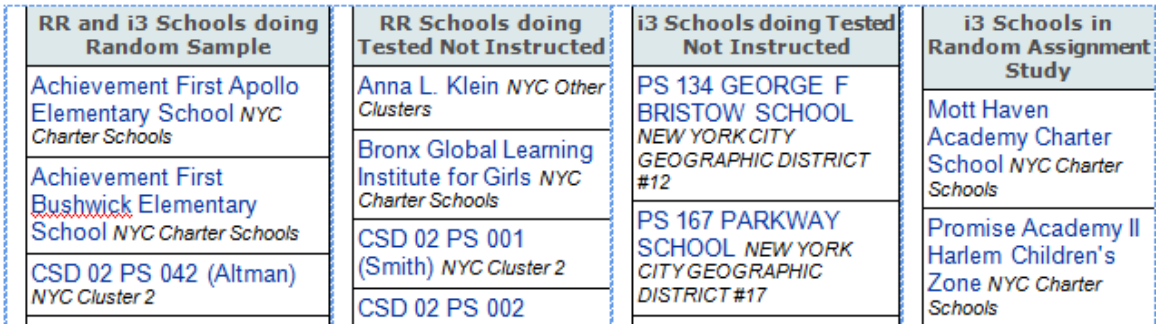
New i3 schools will be randomly assigned to one of the categories above by our external evaluators at the University of Pennsylvania. This will happen about mid-summer. Follow the instructions in the **View Schools Designations** section to find out what study group your schools have been assigned to

Viewing School Designations

Teachers and Teacher Leaders and can lookup which categories schools have been placed into. Logon to the web site, click the **Data** tab, then click the **Student Data** sub-tab, and finally click the **View Schools Lists** button.



The next screen will display your school designations:


RR and i3 Schools doing Random Sample
Achievement First Apollo Elementary School NYC Charter Schools
Achievement First Bushwick Elementary School NYC Charter Schools
CSD 02 PS 042 (Altman) NYC Cluster 2
RR Schools doing Tested Not Instructed
Anna L. Klein NYC Other Clusters
Bronx Global Learning Institute for Girls NYC Charter Schools
CSD 02 PS 001 (Smith) NYC Cluster 2
CSD 02 PS 002
i3 Schools doing Tested Not Instructed
PS 134 GEORGE F BRISTOW SCHOOL NEW YORK CITY GEOGRAPHIC DISTRICT #12
PS 167 PARKWAY SCHOOL NEW YORK CITY GEOGRAPHIC DISTRICT #17
i3 Schools in Random Assignment Study
Mott Haven Academy Charter School NYC Charter Schools
Promise Academy II Harlem Children's Zone NYC Charter Schools

Clicking on the name of a school will allow you to download a data collection procedures manual that contains the appropriate instructions for that school. Both teachers and teacher leaders can download the manual.

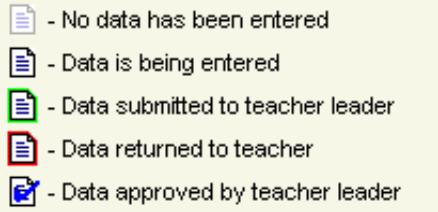
Monitoring Data Entry Process

Teachers will enter three types of data during the school year

- **School Data :** Data about Reading Recovery schools
- **Teacher Data:** Data about Reading Recovery teachers
- **Student Data:** Data about the students being served by Reading Recovery. In addition to Reading Recovery students, teachers will also collected and enter data for one of two comparison groups; Random Sample students or Tested Not Instructed students. Those schools participating in the Random Assignment Study will not have to collect data for either Random Sample or Tested Not Instructed.

Teachers will need to complete their Teacher and School data before the web site will allow them to enter any student data

The web site uses a simple work flow process to manage data. When teachers initially enter data, data are flagged as being in "Data Entry" mode. When they are done with a section of data, teachers will submit it to Teacher Leaders for approval. The data are now in "Ready to Approve" mode. Teacher Leaders then have the option of either approving data or returning it to the teacher for corrections. The web site uses icons to show the progress of data entry for a particular section of data.


- No data has been entered
- Data is being entered
- Data submitted to teacher leader
- Data returned to teacher
- Data approved by teacher leader

Teachers and Teacher Leaders can enter and monitor the progress of data entry by doing the following:

1. Logon to the web site
2. Click the **DATA** tab
3. To enter building data, click the **BUILDING DATA** sub-tab
4. To enter teacher data, click the **TEACHER DATA** sub-tab
5. To enter student data, click the **STUDENT DATA** sub-tab

Data submission at year-end

When teachers have completed entering data at the end of the school year the data will need to be submitted to IDEC for processing. This is done by Teacher Leaders using the **Check & Submit** tool on the web site. This tool takes Teacher Leaders through a series of validations that examines data for any glaring mistakes. As Teacher Leaders progress through the steps, the tool will display an icon for each step indicating the outcome for the particular validation. Below are the icons and their meanings:

The data checked passed with flying colors!

Caution, we might have found a potential problem. It would be nice if you could fix it, but you don' have to. The web site will still allow you to submit data for processing.

Uh oh, we found a big mistake and it needs to be fixed before data can be submitted to IDEC.

This tool is enabled in the early spring and can be used over and over to check data as teachers finish up entering data.

Once the data passes all the validation steps (has all green checkmarks or yellow triangles), teacher leaders will be given the option to submit data for processing by IDEC's data systems. When data are submitted the web site does two actions. First, it locks all the data so no changes can be made. Second, it signals the reporting system to start producing your annual reports. The reporting system will produce the following items for Teacher Leaders:

1. A standard RR Site report with 65 charts and tables (If your site has DLL, it will produce a DLL version as well).
2. An Alternate Disaggregated Site report with 104 charts and tables (If your site has DLL, it will produce a DLL version as well).
3. One school district summary for each school district in your site with 20+ tables (If your site has DLL, it will produce a DLL versions as well).
4. One school summary for each school in your site with 20+ tables (If your site has DLL, it will produce a DLL versions as well).
5. A user friendly data dump, which is an Excel spreadsheet containing all the data entered by teachers
6. A student data summary
7. Site Executive Summary
8. School District Executive Summary.

Data entry fees pay for the costs of these reports.

What's New For 2014

Data Entry Fees

- Teacher Data Entry fees are increasing to $50 / teacher.

Reporting

- A new School District Executive Summary (2-pager) is available on demand.

Slosson

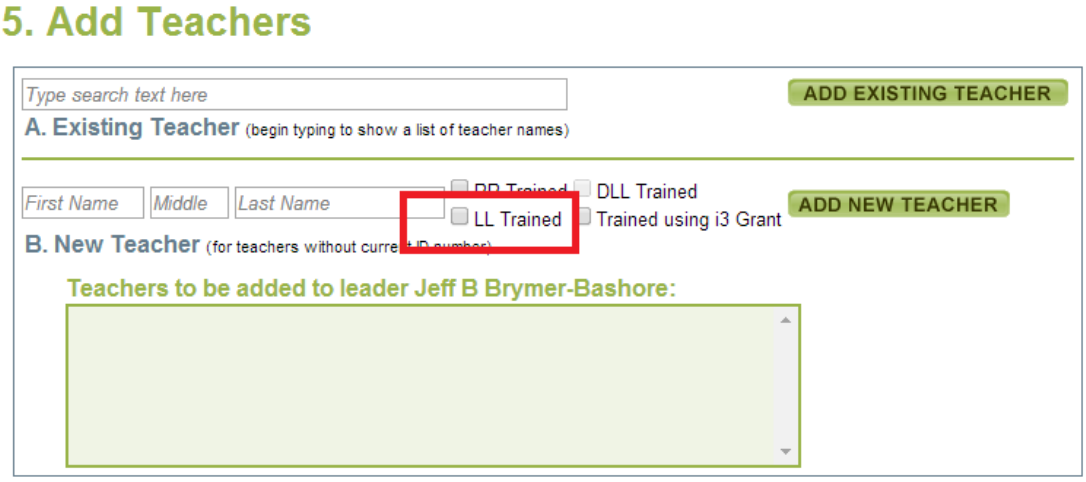
- Slosson testing is required and should be administered every time you administer the OS. Test RR, RS, and TNI students.

School Category Assignments

- School assignments won't be shown until July.

Literacy Lessons

- Training sites will be required to pay for Literacy Lessons teachers this fall.
- Literacy Lesson teachers and Reading Recovery teachers will be a part of the same site. IDEC will merge existing Literacy Lesson teachers into their parent site.
- The Teacher Leader questionnaire will be on the IDEC website instead of Survey Monkey.
- Teacher Leaders will indicate which teachers are doing Literacy Lessons using the site registry (See below):



Teacher Data Page

Race/Ethnicity, Gender, Native Language are moving off Teacher Data page and moving to My Profile. These data never change from year to year. IDEC will migrate current information to the My Profile page for existing teachers.

Important Dates

- The web site will be open for the new school year on Aug 18, 2014
- Teacher Leaders may begin submitting data to IDEC for processing starting May 15, 2015
- Data entry submission deadline for non-Year-Round schools is June 30, 2015
- Data entry submission deadline for Year-Round schools is Aug 12, 2015.

Procedures for Random Sample Schools

Attention: RR and DLL teachers will follow different procedures for collecting Random Sample data. RR teachers will collect data on two random sample students and DLL teachers will collect data on four random sample students.

Overview

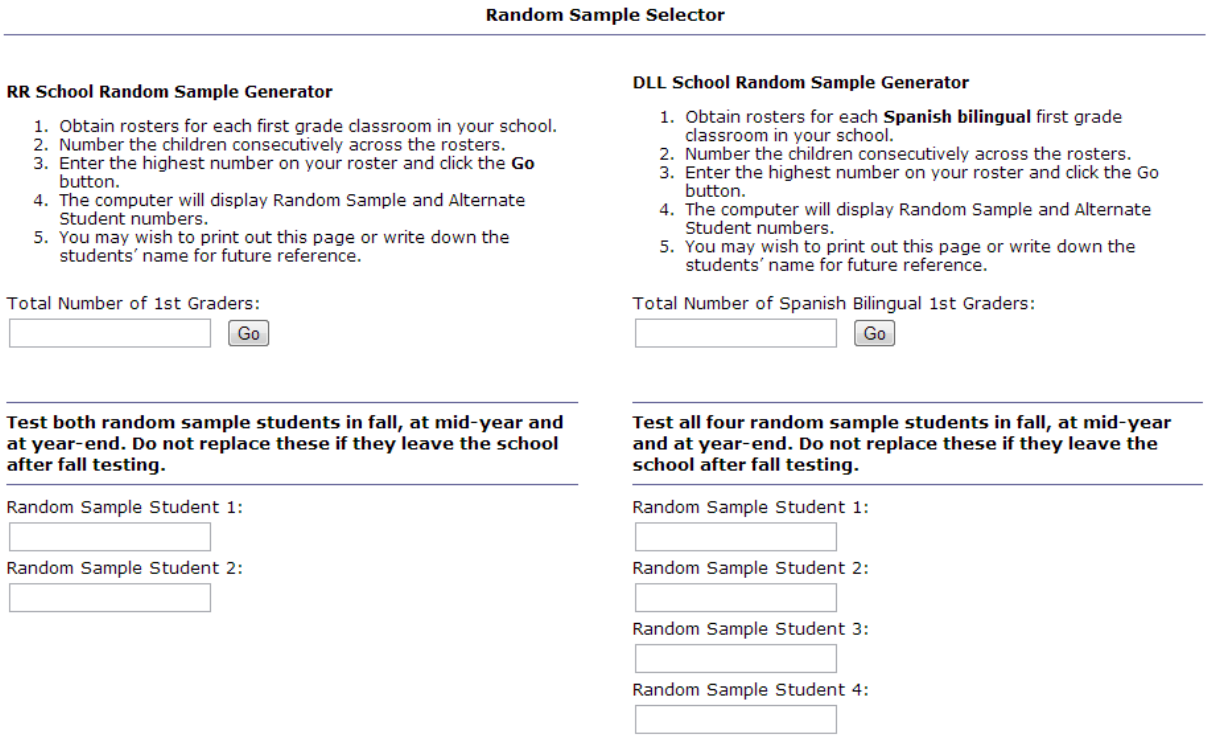
About half of the schools in Reading Recovery will be collecting data for the Random Sample this year. Teachers will select students at random and test these students at the start of the school year, at the middle of the school year and a final time at the end of the school year. Teachers must administer all six tasks of the observation survey to these students at each testing period and the Slosson. Random Sample data are used to generate statistics that show how the average first grader's literacy skills change over the course of the school year. Reading Recovery results are then compared to the Random Sample data which highlight the amazing gains that Reading Recovery children make throughout the year.

- Schools with Reading Recovery will select two students to be a part of the Random Sample.
- Schools with Descubriendo la Lectura will select four students to be a part of the Random Sample.
- Schools with Reading Recovery and Descubriendo la Lectura will select two students to be in the RR random sample and four students to be in the DLL random sample.
- Schools with Reading Recovery who are collecting Tested Not Instructed Data, Descubriendo la Lectura teachers will collect data on four Random Sample students.

Please note that Random Sample and the Random Assignment Study are not the same. Schools participating in the Random Assignment Study follow different procedures.

The Random Selector on the IDEC Web Site

IDEC has designed on online tool to assist you with the Random Sample selection process, it can be found here: https://www.idecweb.us/RandomSample.asp. The tool has been divided into two sections. The left-hand side of the page is for selecting Random Sample for Reading Recovery student and right-hand side of the page has been designed for selecting Random Sample for Descubriendo la Lectura students.


Random Sample Selector
RR School Random Sample Generator
1. Obtain rosters for each first grade classroom in your school.
2. Number the children consecutively across the rosters.
3. Enter the highest number on your roster and click the Go button.
4. The computer will display Random Sample and Alternate Student numbers.
5. You may wish to print out this page or write down the students' name for future reference.
Total Number of 1st Graders:
Go
Test both random sample students in fall, at mid-year and at year-end. Do not replace these if they leave the school after fall testing.
Random Sample Student 1:
Random Sample Student 2:
DLL School Random Sample Generator
1. Obtain rosters for each Spanish bilingual first grade classroom in your school.
2. Number the children consecutively across the rosters.
3. Enter the highest number on your roster and click the Go button.
4. The computer will display Random Sample and Alternate Student numbers.
5. You may wish to print out this page or write down the students' name for future reference.
Total Number of Spanish Bilingual 1st Graders:
Go
Test all four random sample students in fall, at mid-year and at year-end. Do not replace these if they leave the school after fall testing.
Random Sample Student 1:
Random Sample Student 2:
Random Sample Student 3:
Random Sample Student 4:

Procedures for RR Random Sample Selection Process

Teachers need to select two first grade children, at random, to be a part of the Random Sample. All first grade children in main-stream classrooms are eligible to be a part of the Random Sample including those children that get Reading Recovery. The web site has been designed to assist you with this. Programmed into the web site is a Random Sample Generator, https://www.idecweb.us/RandomSample.asp.

Instructions are as follows:

1. Obtain rosters for each first grade classroom in your school.
2. Number the children consecutively across the rosters.
3. Enter the highest number on your roster and click the **Go** button.
4. The computer will display Random Sample and Alternate Student numbers.
5. You may wish to print out this page or write down the students' name for future reference.

The web site will provide teachers with four numbers. The first two numbers are the students teachers should use first to be a part of the Random Sample. If either of these students are a not available for fall testing, the teacher should select one of the alternate numbers and use that student for the rest of the

year. If a Random Sample student is not available for either mid-year or end-of- year testing, the teacher will **not** use an alternate student. Teachers will test Random Sample students three times during the school year; at the start, middle, and end of the school year. Teachers will administer all six tasks of the Observation Survey and the Slosson to both Random Sample students at each of the testing periods. Random Sample students need the following data entered on the web site: Background, Fall Mid-Year, Year-End and Other Year-End. **If a Random Sample student is picked up for Reading Recovery during the school year, teachers will enter a second Reading Recovery record for the student.** This means that the child will have two records on the web site.

Procedures for DLL Random Sample Selection Process

Teachers need to select four first grade children, at random, to be a part of the Random Sample. All first grade children in main-stream Spanish-Bilingual classrooms are eligible to be a part of the Random Sample including those children that get Descubriendo la Lectura. The web site has been designed to assist you with this. Programmed into the web site is a Random Sample Generator, https://www.idecweb.us/RandomSample.asp.

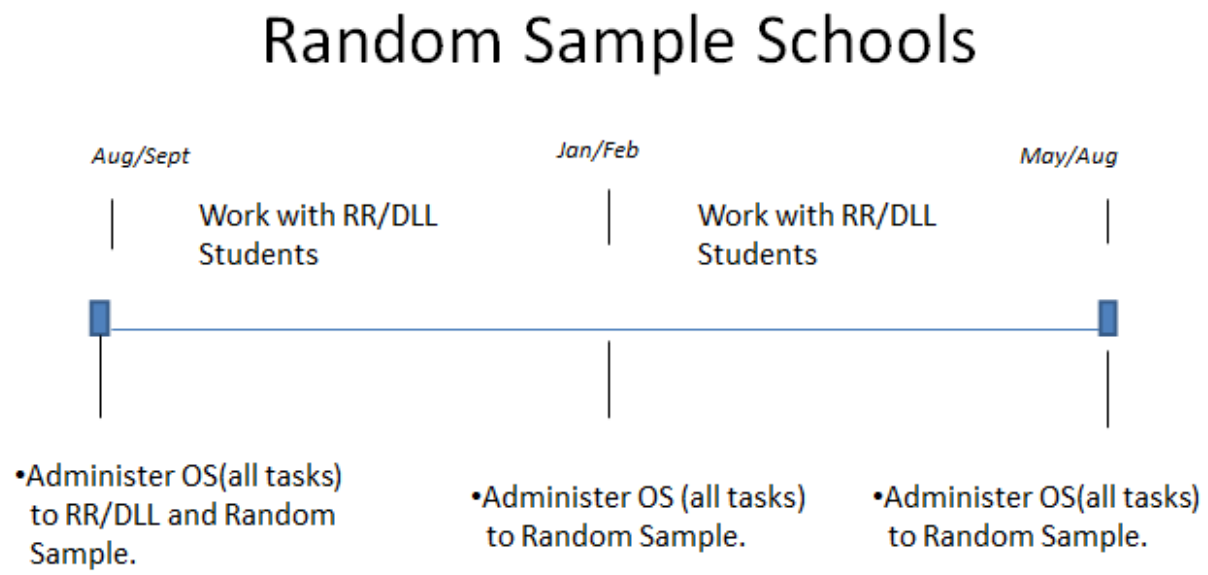
Instructions are as follows:

1. Obtain rosters for each **Spanish bilingual** first grade classroom in your school.
2. Number the children consecutively across the rosters.
3. Enter the highest number on your roster and click the Go button.
4. The computer will display Random Sample and Alternate Student numbers.
5. You may wish to print out this page or write down the students' name for future reference.

The web site will provide teachers with eight numbers. The first four numbers are the students teachers should use first to be a part of the Random Sample. If any of the students are a not available for fall testing, the teacher should select one of the alternate numbers and use that student for the rest of the year. If a Random Sample student is not available for either mid-year or end-of- year testing, the teacher will **not** use an alternate student. Teachers will test Random Sample students three times during the school year; at the start, middle, and end of the school year. Teachers will administer all six tasks of the Observation Survey to both Random Sample students at each of the testing periods. Random Sample students need the following data entered on the web site: Background, Fall Mid-Year, Year-End and Other Year-End. If a Random Sample student is picked up for Reading Recovery during the school year, teachers will enter a second Reading Recovery record for the student. This means that the child will have two records on the web site.

Timeline

Below is a general timeline of events outlining what and when things should take place at schools collecting Random Sample data.



Appendices

Sample letter to parents of students selected to receive Reading Recovery services

This sample letter may be sent home to inform parents that their student will receive Reading Recovery services.

Participation in Reading Recovery Evaluation

This sample letter may be sent home to parents informing them that student data will be sent to IDEC for analysis and will be treated confidentially.

Reading Recovery Program Evaluation: Random Sample

This sample letter may be sent home to parents of Random Sample students informing them that student data will be sent to IDEC for analysis and will be treated confidentially.

Classroom Teacher's Record of Reading Recovery/DLL Student's Reading Performance
Classroom Teacher's Record of Random Sample Student's Reading Performance

This form may be used by classroom teachers to indicate a student's reading Performance. Reading Recovery/DLL teachers should enter this information on the Fall/Entry/Exit/Year-end or Fall/Mid-Year/YearEnd data pages for students.

IDEC Rubric for Oral English Proficiency

If no standardized oral English language proficiency assessment is administered to English Language Learners in the fall, teachers should use this rubric to rate the students' proficiency.

THE OHIO STATE UNIVERSITY

Reading Recovery® Program

College of Education and Human Ecology
School of Teaching and Learning
200 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210-1177

Phone (614) 688-3646
Fax (614) 292-4260

Sample letter to parents of students selected to receive Reading Recovery services

Dear Parents,

Your child has been selected to participate in Reading Recovery® offered to first grade students in the _____ school district. Reading Recovery is a short-term early intervention that provides extra help for students who are having some difficulty learning to read. Although it was first developed in New Zealand, Reading Recovery has been successfully adapted and tested for more than twenty years in the United States. During this time, it has won the support of parents, teachers, administrators, school board members, and legislators. Research studies document its effectiveness with over one million students in urban, rural, and suburban settings.

Your child will receive one-to-one instruction for 30 minutes each day until he or she is able to read as well as the average readers in the first grade. Reading Recovery students remain in the intervention for approximately 12-20 weeks. Teachers who have been specially trained in Reading Recovery procedures and techniques select and use a wide range of books and help students use their own writing to assist in reading.

If you have any questions or would like to observe a Reading Recovery lesson, please contact the Reading Recovery teacher _____. Your support is vital to your child's success. We look forward to working with you and your child.

Sincerely,

_____ _____

Principal Reading Recovery Teacher

Reading Recovery® Program

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Participation in Reading Recovery Program Evaluation

The _____ Reading Recovery® site will participate in the collection of program data for students selected to be taught in the Reading Recovery Program. We will send the data to The Ohio State University International Data Evaluation Center who is conducting the evaluation studies on our behalf and who will compile results and share them with all districts.

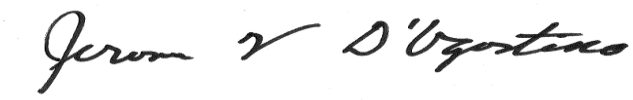
We have been assured that no names of individual students, teachers, or schools will be used when presenting results. Private information will be treated according to federal student privacy laws and school district guidelines. We have been assured that all publicly released data will be presented in an aggregated format to reflect state trends.

_____

Signature of Reading Recovery Site Coordinator or Designated District Official

_____

Position of District Official Signing Above



_____

Signature of Ohio State University Reading Recovery Principal Investigator

_____

Date

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Columbus, OH 43210-1177

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Reading Recovery Program Evaluation – Random Sample

The _____ Independent School District/Reading Recovery Consortia will participate in the collection of program data for Reading Recovery in the form of a first-grade random sample. We will send the data to the Ohio State University Reading Recovery faculty who are conducting these studies on our behalf and who will compile results and share with all districts. We recognize the importance of this random sample for school districts to use in preparing their own Reading Recovery site reports.

We have been assured that no names of individual students, teachers, or schools will be used when presenting results. We will assist in assuring that student numbers appear on each piece of data before it is returned to Ohio State University. We have been assured that all data will be presented in an aggregated format to reflect state trends.

_____

Signature of Reading Recovery Site Coordinator or Designated District Official

_____

Position of District Official Signing Above

_____

Signature of Ohio State University Reading Recovery Principal Investigator

_____

Date

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Evaluación del Programa Reading Recovery-Muestreo

Las escuelas de _____ participan en la colección de datos para el programa de Reading Recovery, incluyendo un muestreo de alumnos de primer grado. Vamos a mandar esta información a la universidad de The Ohio State University Iternational Data Evaluation Center donde los profesores estan estudiando estos datos para nosotros. Los profesores van a mandarnos los resultados de esos estudios después. Los datos que recibimos del muestreo nos ayudan a preparar nuestros propios informes de Reading Recovery.

El muestreo consiste en hacer unas pruebas de lectura y escritura a su hijo o hija que duran entre quince y treinta minutos cada vez al principio del año, a mitades del año y a finales del primer grado.

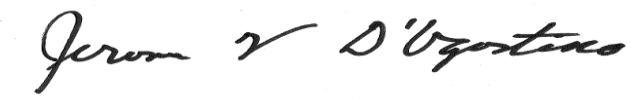
La universidad de Ohio State nos ha asegurado que los nombres de los alumnos, maestros y escuelas no se utilizarán en estos informes.

_____

Firma del Reading Recovery Site Coordinator o otro official de las escuelas

_____

Cargo del official



_____

Firma del profesor investigador de Reading Recovery de la Universidad de Ohio State

_____

Fecha

Record of Reading Performance & RR Oral English Proficiency

Reading Recovery/DLL Student's Name: _____

Reading Recovery/DLL Teacher's Name:_____

Classroom Teacher's Name:_____

Record oral English Proficiency only for Reading Recovery and Random Sample for Reading Recovery students

	Fall	**Entry**	**Exit**	**Year-End**
Date of Observation Survey Administration	/ /	/ /	/ /	/ /
Oral English Proficiency				
According to the classroom teacher, how does this student's reading performance compare to the reading performance of his/her classmates? (Mark one for each O.S. administration.)				
Well above average				
Above average				
Average				
Below average				
Well below average				

*If the student: **entered** Reading Recovery/DLL within 3 weeks of Observation Survey administration in the **fall,** or **exited** Reading Recovery/DLL within 3 weeks of **year-end,** the student's reading performance does not need to be re-evaluated by the classroom teacher.*

Classroom Teacher's Record of Random Sample Student's Reading Performance

Random Sample Student's Name:_____

Reading Recovery/DLL Teacher's Name:_____

Classroom Teacher's Name:_____

	Fall	**Mid-Year**	**Year-End**
Date of Observation Survey Administration	/ /	/ /	/ /
Oral English Proficiency			
According to the classroom teacher, how does this student's reading performance compare to the reading Performance of his/her classmates? (Mark one for each O.S. administration.)			
Well above average			
Above average			
Average			
Below average			
Well below average			

IDEC Rubric for Oral English Proficiency

Record information on front of sheet (Record of Reading Performance & RR Oral English Proficiency)

If no standardized oral English language proficiency assessment is administered to English Language Learners in the fall, the observations to be used for this rubric must be gathered during natural and informal conversation before or following the administration of the Observation Survey. Please consult with the English language teacher or the classroom teacher to confirm your response.

0: Student unable to respond

> No proficiency. Students at this level of development are able to understand little or none of the language.
>
> Examples: They might mimic, nod or look at you but are not able to speak except for a word or two.

1: Isolated words and expressions

> Receptive language only. Students at this level produce only insolated words and expressions. They are able to understand conversational language in varying degrees but they are unable to use the language for effective communication. They might be able to repeat short phrases or words commonly used to meet basic needs.
>
> Examples: Student says single words such as *drink, cold, sick.*

2: Isolated phrases and fragmented or very simple sentences

> At this level students can make themselves understood by using a few phrases and fragmented or very simple sentences. They might use gestures and words of their native language. Sentences are often incoherent and difficult to associate with a storyline. Students sometimes omit nouns or verbs and may make errors in the use of articles, verb endings, and pronouns. They are able to communicate ideas and feelings using "survival language."
>
> Examples: *me playing, you red ball have, I give you ball, she have a blue ball*

3: Complete sentences, often with systematic errors in syntax

> Students are able to communicate their ideas using longer and more coherent sentences. They can control syntactic structures that include plurals, articles, pronouns, and verb endings. There are some errors in using complex verb forms and these errors tend to be repeated. They still have difficulty in combining words with the ease of the native speaker.
>
> Examples: *The bird got seed. The bird eat that. The bird have very hungry.*

4: Coherent sentences with native-like fluency

At this level, the students control most of the basic structures of the language. They are approaching native-like proficiency and fluency. Their occasional errors in syntax or vocabulary are common among native speakers.

Examples: *Once upon a time there was a beautiful girl named Little Red Riding Hood. Her grandmother was very sick so she went to take her a basket with gifts. The wolf was hiding in her grandmother's house and he catch her.*

5: Complete sentences that are coherent and syntactically correct

The students at this level are fluent speakers and are able to construct sentences that are complete, coherent, and syntactically correct with native-like proficiency.

Examples: Once upon a time there was a lion who wanted to be the king of the jungle. All the animals gathered around him to listen to his speech. He wanted to convince them that he could be the best king they ever had. They liked what they heard so they decided to vote for him. Pretty soon they realized that had been a big mistake.